**Active Literacy chapter1-6**

Ideas from: ‘Strategies that work’ by Stephanie Harvey and Anne Goudvis (comprehension)

***Ideas for program***

National Year of reading/Premier’s Reading Challenge

* Classroom reading logs
* Summary of important literacy strategies (ongoing)
* Template for students. What kinds of critical questions can we ask of texts?
* Comprehension strategies and suggestions (Simple and accessible template)
* Sample of a short text that will be a model for readers on how to use the above strategies annotated
* 5 W’s and How Web process for questioning prompts

**“We can’t tell children how to read: we simply have to show them.”**

**We need to show children to make connections, synthesise and approach new genres.**

***Examples of types of active literacy***

1. Scanning magazines and reading articles of interest(thinking in the margins)
2. Club corner Debates on various issues
3. Teacher assisted research eg. Earthquakes and recording inferences on a chart
4. Draw diagrams to respond to various texts

* If there is one place we need to use comprehension strategies it is to learn new content.
* Making connections with texts and your own individual experiences is essential.
* Post it notes are great to use. We mark the text with these to indicate an understanding of text to self. This occurs when we connect past experiences to new information. In addition we can make connections to characters, events and issues.
* Active readers interact with the text. Reading can then shape or change their thinking.
* Cracking the code with alphabet meaning is the first step

***Constructing meaning as the goal of comprehension***

* Monitor understanding
* Enhance understanding
* Acquire and use knowledge
* Develop insight

**“A reader who understands may glean the message in a fairy tale, form an opinion from an editorial develop a deeper understanding of an issue when reading a feature article”**

**Classrooms that promote active literacy will have engaged learners.**

***Strategies for learners***

* Search for information between what students already know and new information
* Ask questions as relevant
* Draw inferences
* Distinguish important from less important
* Synthesise information within and across texts
* Share reading experiences and make comparisons

***Background knowledge/Connections***

Characters (If a student has an experience similar to the character in a text they are more likely to understand the character’s thoughts, motives and feelings).

***Questioning***

* Proficient readers ask questions before during and after reading
* They question the content, the author, the events , the issues and the ideas in the text
* Use of “W” questioning prompts

***Visualising***

* Images and feelings, sights, sounds touches and tastes conjured up in the mind.
* When readers visualise they construct meaning by creating mental images and as a result their level of engagement increases

***Summarising***

* The skill and ability of retelling the information by paraphrasing

***Synthesizing***

* When we merge information with our own thinking and shape it into our own thoughts.
* Summarising and synthesising allows us to make sense of important information, get the gist of it and move on

***Reading is strategic- De-coding strategies***

**EG. Parsing the word i.e Going back and re-reading**

***Metacognitive strategies***

***An awareness and understanding of how one thinks and uses strategies during reading.***

***Learners***

1. Tacit-Lack awareness of how they think and read
2. Aware- realise meaning has broken down.
3. Strategic- Can use comprehension strategies to monitor and repair meaning
4. Reflective-readers who are strategic about their thinking and able to apply strategies Teach effectively and monitor their thinking and understanding.

* Teacher Model practice
* Guided practice (Large group)
* Collaborative Practice (Group and teacher monitors)
* Independent Practice (Application of strategies)

***Comprehension Toolkit BUILDING A LITERATE COMMUNITY***

**“In thinking classroom literacy is an active process. Teachers set a tone that values student curiosity and thinking and respects all voices and visions.”**

1. Foster passion and curiosity
2. An environment that values collaborative learning and thinking
3. Large blocks of time for extended reading and writing
4. Explicit instruction
5. Language matter –respectful
6. Authentic responses according to learning styles
7. Text matters
8. Room arrangement matters (Spaces /Nooks/Teacher availability)
9. Accessible resources – all types

***Reading Workshops***

* Science workshop
* History workshop
* Researcher’s workshop
* Writer’s workshop (Workshop models emphasise choice in book selection)
* Real world reading(Newspaper s, magazines)

***Teachers***

* Listen to kids read
* read kid’s work
* Listen in on conversations
* Observe behaviours and expressions
* chart responses
* keep records of conferences and conversations
* Script what they say
* Variety is important
* Thinking aloud
* Model strategies for thinking and reading
* Share how we activate and connect background knowledge
* Share questions
* Share inferences
* Verbalise confusing points and demonstrate fix up points
* Share how we sort and sift information to determine important ideas
* Interactive Reading Aloud

**REMEMBER**

1. Build background knowledge
2. Model thinking as we read and show kids we use sticky notes, a chart or a think sheet journal
3. Guided practice( read more, encourage kids to talk about their thinking
4. Give them time to write responses and talk to each other
5. Lifting text (text on the overhead projector(model instruction through close reading of a text)
6. All kids have a copy of the text
7. Students can then write their inferences in markers right next to the words that prompted their thinking
8. Guided discussion to develop a line of thinking around a topic, theme or idea
9. Ask kids to talk about the topic for a minute or two
10. In essence we are teaching the art of conversation

* Anchor lessons and charts
* Purpose to refresh information derived
* Use strategy charts (record questions, inferences and connections. Capture the language that demonstrate strategic thinking
* Content charts (thinking and new information)
* Genre charts (discussion and features of elements of such genres
* Share some of our reading material and model our thought processes
* Responding to Reading
* Talking about reading
* Structures that encourage purposeful talk
* Turn and talk(Process information and enhance understanding
* And maximise engagement
* Paired reading- kids may be paired around a common interest, question or topic of study
* Jigsaw discussions
* Work in small groups kids assume responsibility of reading a small amount of text carefully and then teach what they have learnt to others

**Book Clubs/Literature circles**

* In these groups students read the same text and meet together to discuss and respond to information regularly
* Have authentic conversations to express opinions

Study Groups

* May emerge from curriculum or student

Small group shares

* Pair/share –good to trial strategy
* Small information discussion 3-5 kids
* Compass group N/W/S/E (each take turn to talk like points of a compass)

**Writing about reading “Interrogating Texts”- Reading habits to develop in your first year at Harvard.**

Suggestions Include

1. Preview
2. Annotate
3. Summarise
4. Analyse
5. Look for patterns
6. Contextualise
7. Comparing and contrasting

All of the above contribute to thoughtful reading

Work->Text Suggestions

* Use grey lead not highlighters
* Mark margins with notes and words
* Develop own symbol system
* Get in the habit of hearing yourself ask questions EG What does this mean?

**TEXT CODES**

R. Reminds me of…..

T. T Text to text connection

L. New learning

?- Question

\*- key idea

-Light bulb-new idea

!- surprising information

1. Inference

Margin Notes-Mark margins with notes to remember why you marked them

STICKY NOTES

* Use sticky notes when students can’t write directly on the text
* Record their thought processes

Think Sheets

* Graphic oraganisers
* Double and triple column forms
* Response starts
* Web charts
* Mind maps

Response Journals

* Logs
* Notebooks
* Journal entries
* Other responses could be artistic or dramatic

Aesthetic reading

* Reader’s attention on what he/she is living througheg.”Lost in the rain…”
* Efferent reading-read to learn and take away bits of information

We need to advocate more short term text use in schools

Examples could include

1. Easy to read aloud
2. Focus on accessible language and appropriate illustrations
3. Authentic
4. Self-contained- complete set of thoughts
5. Accessible
6. Can use to model
7. Picture books and many short term text forms cover an extraordinary range of topics of ideas and issues

Discussions of purpose, audience, genre, textual structures and features

Ask kids to list purposes for reading such as

1. School assignments
2. To find out information
3. Entertainment
4. To read instructions
5. To cook something
6. Just for fun

Comprehension

* Monitor comprehension
* The inner conversation when reading
* Model
* Sticky notes to share inner voice and connections to text and shared discussion
* Explain reasons why sometimes we lose interest and what we can do about it like change books
* If it is too hard we need to try to make more connections
* Use sticky notes on texts when kids get confused
* Lightbulb when they understand
* Write down thinking after we read
* Share their writing
* Hace a conversation
* Thoughts, reactions, inner conversation

Examples

1. Write down something you learned that is important to remember
2. How did talking to a partner help you to understand what you read
3. Any lingering questions?
4. How did the partner experience help with the above?

**Monitoring Comprehension is all about engagement**

1. Follow the inner conversation

2. Notice when you stir inner conversation and repair using fix up strategies

3. Stop, think and react to information as you read

4, Evidence by jotting down thoughts and discussing

**SAMPLE OF MONITORING SHEET/CHART**

|  |  |
| --- | --- |
| **Title page and problem** | **Fix up Strategy** |
|  |  |

**(NOTES ADAPTED FROM “STRATEGIES THAT WORK “Goudvis and Harvey”**

**PART TWO “MONITORING COMPREHENSION”**

***Chapter 6- The Inner Conversation.***

* Sometimes a lack of background knowledge interferes with reading and understanding
* Other times a compelling topic engages readers throughout the text
* We want kids to merge their thinking with the text information, building knowledge as they go.
* They need to stay engaged in their reading and stimulated in their thinking
* Kids need to stop think and react to the information.

**FOLLOWING THE INNER CONVERSATION**

PURPOSE –to listen to the inner voice

Resource-“Gleam and Glow” Eve bunting-sticky notes

* When readers read and deconstruct meaning they carry on an inner conversation with the text
* A voice that questions, corrects, laughs and cries

**INTERACTIVE READING ALOUD**

* The text used for this purpose was on the topic about immigrants and a family that was re-united in a refugee camp
* The story remains one of hope and survival
* We as teachers need to explain to students that “nothing is more important than the reader’s thinking”
* The teacher modelled her inner conversation and asked kids to turn and talk about their thinking or turn and talk about the characters in the story(more specific)
* Varied the lesson with open ended questions and also more specific prompts

NOTICING WHEN WE STRAY FROM THE INNER CONVERSATION

PURPOSE: MONITOR INNER VOICE to “Fix Up comprehension “

Resource: A piece of adult text

FOCUS 1. Why meaning breaks down

2. What to do about it

* When we teach our kids to listen to the inner conversation and notice when we stray, they are more likely to do something about it.
* When studying “focus on reading more closely, re-reading frequently
* Share a couple of reasons why meaning breaks down with the text and write on the chart

KNOWING WHEN YOU KNOW and KNOWING WHEN YOU DON”T KNOW

PURPOSE (MONITOR COMPREHENSION TO CLARIFY CONFUSION

RESOURCES- PICTURE BOOKS

RESPONSES- ON STICKY NOTES

Useful code is –huh!

- Place sticky note on the huh

- Add a light bulb when students gain a new idea.

- This way this coding strategy keeps them on track

**NOTICING AND EXPLORING THINKING**

PURPOSE: listen to the inner voice and respond to the text

Resource “Little MamaFforget”

Response Sticky notes –chart “what the story makes me think about

1. Ask kids to write down their thinking without sharing a word
2. Share with a partner and have a conversation

The teacher shares with the class the memories of his/her beloved grandmother and reads the story to them. Students are then asked to write down what the story made them think about and consider their thoughts and reaction to their inner conversation.

* Kids to turn to partner and read their responses
* Continue to share with the class
* Keep notes of activity for next time

**READ WRITE AND TALK**

PURPOSE – to stop, think and read the information

Resource Article “Could you survive without tv

Response- jotting thinking in the margins

Read write and talk- opportunities for readers to record their thoughts and talk about their reading

* Model how good readers jot down notes in the margins
* S.T.R stop, think and react
* When kids notice their thinking while they read and engage in purposeful talk afterwards, they comprehend more completely and think beyond the text
* A good strategy is that the teacher reads an article about tv and jots down notes and then asks kids to continue to practise

***Ask students to write down 3 things***

1 Something you learned you think is important

2. How talking to a partner helped you understand the text

3. Share responses with the whole group

4. It is important to practice what you implement with other (klas)

5. Active reading needs to be a dynamic process

**TEACHING WITH THE END IN MIND: ASSESSING WHAT WE”RE TAUGHT**

**SUMMARY**

* Students learn to follow their inner conversation
* Students notice when they stray from the inner conversation and use the appropriate fix up strategy
* Students stop, think and react to the information they read.

**SUGGESTIONS FOR DIFFERENTIATION**

* We mustn’t assume that all kids know about the importance of questioning or inferring
* When we model/think aloud all kids can access the text
* Those who are less developed writers can use another code or draw a poster
* Talk more about their thinking
* If kids seem to be monitoring and using a number of strategies such as questioning, making connections and inferring we review these and move on to teaching a more sophisticated strategy.
* When a child asks a question we are aware that he/she is monitoring their comprehension
* Authentic responses to literature can be in the form of a drawing
* Sticky notes and interactive reading aloud gives everyone a chance to weigh in with their thinking
* Monitoring students including problems encountered and fix up strategies scaffolds understanding and helps kids to choose from a repertoire of strategies
* Most important kids should jot down their own thinking

***CHAPTER SEVEN***

**ACTIVATING AND CONNECTING TO BACKGROUND KNOWLEDGE**

USEFUL CODES INCLUDE

.R- Reminds me of…..

T-T-Text to text comparison

L- New learning

The background knowledge we bring to our reading colours every aspect of our learning and understanding. If readers have nothing to link new information to it’s pretty hard to construct meaning.

When we have a lot more background knowledge on a topic we are much more likely to understand the text

Making connections to personal experience facilitates understanding

Our prior knowledge and background knowledge fuels the connections we make

Books, discussions of past experiences, newscasts, magazines and the internet force connections that lead to new insights

**CONNECTING THE NEW TO THE UNKNOWN**

Strategy instruction should be based close to children’s own knowledge.

Once they have heard a wealth of stories and narratives they begin to connect themes, characters, issues and so on from one book to another.

The purpose of making connections is to enhance understanding not detail

Designing simple codes to describe our thinking as mentioned previously works well.

As students join in and make connections we might list them on a large chart

A good example of this is a two column chart

|  |  |
| --- | --- |
| What the story is about | What it reminds me of |
|  |  |

It is very easy for students to make connections with characters in books that are the same age as they are and have similar experiences and problems

It essential that students understand the meaning of the text before proceeding

Teach students to stay on track and avoid distracting connections (Distracting connections cause our mind to wonder from the text and disrupt meaning)

Generally kids start by making a text to text connection to more obvious elements of stories such as characters and problems

Some text to text connections in order of increased sophistication might include comparing characters, their personalities and actions or comparing story events and plot lines.

Comprehension lessons might focus on finding common themes in writing style or perspectives in the work of a single author.

Comparing the treatment of common themes by different authors.

Comparing different versions of familiar stories

Noticing and Thinking about New learning

When readers read information they are reading to learn new information. Noticing and thinking about new learning is one of the first lessons we should teach to support non-fiction readers in gaining information and acquiring knowledge

With new information we say “WOW”

**LITERACY ACROSS THE CURRICULUM**

It is not enough to regurgitate facts when we read. We must listen to our inner conversation and merge our thinking with the text in order to learn, understand and remember new information.

Using text codes “L” jolting down new information and merging it with our own thinking is a good way to remember.

It is important for kids to share the learning at the end of the session.

Teachers to remind kids about the” background knowledge” What do I already know-what we think we know –now I know that –Wow –I just learned that

Encourage students to make (text to world) connections and support our efforts to teach students about social studies and science concepts and topics.

When kids share their background knowledge other kids listen and learn from them.

When we teach fiction we teach our students about characters solving problems and solutions.

When we investigate non-fiction we learn about exploring text structures such as comparing and contrasting cause and effect

We focus on on visual text features so kids learn about genre also.

Readers begin to make connections about to the nature of the text and the literacy features such as genre, format, author text structure, writing style and literacy features.

The more they understand about the nature of the text, the better they understand it.

To help readers the following suggested format works well.

|  |  |  |
| --- | --- | --- |
| My connections | Important to me | Important to understanding the text |
|  |  |  |

The purpose of making connections and coding the text is to monitor comprehension and enhance understanding.

SUGGESTIONS FOR DIFFERENTIATION

Reading picture books build kids’ background knowledge and helps to scaffold their understanding.

Another good chart may be

|  |  |
| --- | --- |
| I didn’t know | I learnt |
|  |  |

***Chapter 8 questioning the strategy that propels readers forward***

Questioning- the strategy that propels readers forward

Questions are the master key to understanding.

Kids don’t grow up knowing good readers ask questions

So now we teach kids to think before during and after reading

We encourage them to stop think and answer questions throughout the reading process

Read a piece of text to students and let them know that all readers even adults have questions

Some questions might be answered in the text (Literal) and others not (inferential)

The more we learn the more we wonder

Use the chart

|  |  |
| --- | --- |
| I learnt | I wonder |
|  |  |

Remember to list all questions

Categorizing questions

Some question categories and corresponding codes include.

1. Questions answered in text
2. Bk-Background knowledge

* Remember to list all questions categorizing questions
* Some question categories and corresponding codes include:
  + Questions answered in text
  + Questions answered from someone’s background knowledge
  + Questions whose answers can be inferred from text
  + Questions that can be answered from further discussion
  + Questions that require further research
  + Question that signal confusion
  + Questions from non-fiction readings become questions for further research
  + The Justin-two columns form from headed- questions/ Facts
  + Explain the difference between thick and thin questions
    - Think-those that address large universal concepts and often begin with why? How come?
    - Thing-that is primarily asked to clarify confusion and words or access objective content
* Lingering questions need to be addressed
* It is important to model keywords
* Skim the table of contents
* Highlight index section
* Read and paraphrase information to write a short summary
* After reading and writing the answers to the questions kids come together to summarise and share what they have learned
* Model form notes/thinking guarded practice
* Don’t just write any facts but only information related to (the thinking and questions)
* Poetry with its images and metaphors provides students with ample opportunity to exercise powers of independent thinking
* Children’s questions will automatically range from literal to inferential
* Kids should ask questions to incorporate discussion
* Question web is a great tool as it has a question at its centre
* Kids study specific content and small research teams can explore, questions of their choice and construct meaning through a question web
* Asking assessment questions represents one way to measure academic growth. Most questions asked in school fall into the assesments category
* Curiosity driven questions are still rare in classrooms
* We need to balance this by allowing more time to kids and teachers to ask and explore authentic questions
  + Authentic questions a typically open-ended questions that prompt and encourage divergent thinking rather than one right answer
* Good examples include:
  + What makes you say that?
  + Why do you say that?
  + Can you elaborate on that?
  + Can you tell me more about your thinking?
  + How did you come up with that?

***Chapter 9- visualizing and inferring***

* visualizing strengthens our inferential thinking
* When we visualize we are in fact forming very public mental images rather than weight and thoughts
* Is very involved merging background knowledge with text, to come up with an idea that is not explicitly stated in the text. Inferring is reading between the lines
* Refer to inferential umbrella on p. 832
* Visualising brings joy to the reader. When we visualise we create pictures in our minds
* Picture books are an excellent source
* We can take knowledge from that and mix it with background noise to create pictures in our minds
* One of the quickest and most effective ways to deal with influential vocabulary is through inferential thinking
* To figure out meaning of unfamiliar words, we just need to take what they know and gather clues to crack the meaning
* Four: column think sheet headed word/inferred meaning/ clue/ sentence to figure out unfamiliar words
* Infer from cover, illustrations as well text
* We can teach our students a formula for inferring
* Background knowledge plus text clues an inference chart. Background knowledge/ text clues/ inference
* Yes, reading comprehension strategies to better understand content area reading
* Focus on … of textbooks
* Headings, subheadings
* Try to tell the difference between facts and opinions
* Suggested format
* . use language of the question
* Think/predict/infer
* encourage kids go back through text to check their mind pictures and inferences
* Also check their thinking with someone else if it doesn’t seem to make sense
* Reading is one of the best ways to check for meaning
* It makes so much more sense the second time through
* Don’t forget to encourage kids to draw to clarify meaning
* Other suggested formats

Evidence from text (words/ pictures/ ideas) Themes

***Chapter 10-determining importance***

* to expand understanding we need to focus on important information and merge it with what we already know about the topic
* We remember facts and details better when we link them to larger concepts. We separate what is important, interesting. Only after we sort the information and sift details from important information can we arrive at the main idea
* When we teach strategy of details of importance, we often introduce in non-fiction
* In fiction-it assist with deriving central ideas, themes and highlighting guidelines
* Look carefully at page 157-158

***Important non-fiction feature***

* facts and effects: titles, headings, boldface, Colour print, italics, bullets etc
* Single words and phrases-example, for instance, in fact, conclusion, most importantly, therefore, on the other hand
* Illustrations and photographs
* Graphic cross-sections, overlay maps, bubbles, charts
* Text organizer-preface, index, table of contents
* Text structures-cause-and-effect, problem and solution, question and answer, comprehension and contrast, … and sequence

***Detecting what’s important when writing information***

* Teach kids to write for a purpose and become a specialist on a topic
* It is important to teach students to become better writers and to think about “what information will best help my reader understand topic?”
* When kids share their learning specialty, they help build the learning community
* Don’t forget to teach kids about the importance of primary source documents
* Teach kids what we think is most important is not necessarily the author’s main idea
* Whenever we ask kids to pick at the main idea we ask them to write down something they think is important to remember
* Kids should pick out the main idea if they first consider what they think is important and then what they think the author most wants them to take away from the reading
* Topic/details is particularly good for helping students to find out the information
* Much non-fiction text is structured this way
* Are great for students can use is fax/questions/response
* So
  + Students gain information from text and visual features
  + Student sift and sort the important information from the details and thinking with it
  + Students later make a distinction between what they think is important and what the author must want them to take away from the reading
  + Students use text evidence to form opinions and understand big ideas and issues
  + Text codes offer many opportunities for difference

***Chapter 11- summarizing and synthesizing information***

* summarizing is one aspect of synthesising. Summarizing is recording events, information and ideas in a few sentences. Synthesizing is a more sophisticated process that involves original thinking
* Ask kids to jot down new thoughts or ideas that occur to them as they read. Great form getting the gist/ my new thinking can-prove useful
* synthesising is the strategy that allows readers to change their thinking if they are willing
* a good idea is to divide a notebook page in half horizontally and label top half summary and bottom half response
* teachers need to explain that synthesizing is about more than summarising
* it is about integrating thinking with the content and getting the readers personal response on a piece of text
* another great form that works content (facts) proves (thinking) codes
* see sample
* move to higher order thinking content/ process/ craft of willing
* the 3 column cpc is the ultimate synthesizing response form
* it records factual content, thinking content and reflect on writing
* when kids actively use their knowledge they create many different ways to synthesise and share it
* give them choices- they love posters, projects, books, models

***Chapter 12***

* literacy- reading for understanding and social studies in science
* Harvard’s Project Zero suggests that teachers look for signs that thinking ins happening in classrooms
* consider classroom procedures
* try to create an environment for thoughtful content in instruction
* resource and … new topics
* the more kids know about a topic, the deeper the questions
* Teach information from a variety of features
* We encourage kids to pay close attention to all manner of features in instructional… texts such as photos, diagrams, close ups, maps, charts, tables etc
* Note taking- scaffold such as facts/ questions/ response to topic/ details/ report/ support students over facts
* Websites for contents teach page 27
* Content literacy gives kids the tools to let information, 80s and ways of thinking in a variety of disciplines
* When kids ask important and thoughtful questions and evaluate information, evidence that says and wondered about nature, read and write and talk about current events and issues they eagerly explore the world

***Chapter 13***

* Teaching, reading and thinking strategies as tools for acquiring and using knowledge in history, science and other topics is paramount.Any topic can be engaging if we organize the learning in interesting thoughtful ways
* To make sure kids are engaged with the topic we seek ways that they connect their own lives and experiences to what we study

***Sample lesson-response to newspaper articles***

* teachers and kids post newspaper articles on large pieces of paper you get writing reports, comments and questions next t photos and text
* Class charts are valuable
* To find answers to our questions when we read we need to:
  + Check table of contents
  + Check index for information
  + Looks at books for photos or illustrations that answer questions
  + Check to see if we match the question to information we find
  + Read and think about information
  + Say information in own words
  + Summarise information by drawing and sketching the learning

***Chapter 14- reading to understand textbooks***

* Challenge is to teach kids how to read textbooks and to learn from them
* P236- active reading with textbooks
* Format-the way a text book is organized has an impact on what kids learn from it
* Focus on titles, headings, summaries, indexes, glossaries, text organizations
* Best resource on using text books: Harvey Daniels and Steve Zamelmais’ Subject Matter- Ever teacher’s guide to content area teaching

***Chapter 15-genre of reading***

* no genre gives us a better window into the world and everything in the non-fiction (quote p. 241)
* Teach signal words such as:
  + Surprisingly
  + Importantly
  + On the other hand
  + Before
  + After
  + Next
  + Finally
  + Then
  + But
  + However
  + As opposed to
  + Likewise

***Test reading tips***

* There are a number of suggestions that can be helpful when preparing kids to take standardised tests
* no more than 15 to 20 minutes a few days of week, 2 to 3 weeks before the test, teaching and learning about the test, reading and test format
* A competent student is one that goes into a test knowing they will be familiar with whatever awaits them on the test
* If a student is better prepared on the test day, they will be likely to score higher
* Teach kids to explain and justify their answers
* Know test rules
* Review, design and layout of tests
* learn test question vocabulary
* Become familiar with answer sheet format
* Work with the time constraints
* Look for a carefully read directions
* Read the title of passage
* Skim and scan for ideas
* Check features quickly
* Identify genre
* read questions
* Underline key words or phrases in the question
* Think about what you know on that topic but pay close attention to the text
* Pay attention to the first passage
* Read the end of the passage carefully
* Re-read to clarify understanding
* Check signal words
* Watch for tricky, distracting answers
* Eliminate and you know to be incorrect
* Recognise…
* Keep track of the answers in relation to bubbles
* Stay calm
* What’s the time
* Focus thinking
* Don’t stop
* Go through test twice
* Review answers
* Use extra time to check over test
* Check out the bubble sheets
* The view confusing question, Sample p 251-253